

FACTORS INFLUENCING THE NUMBER OF PARTICIPANTS
IN INTERSCHOLASTIC FOOTBALL IN SELECTED
IOWA HIGH SCHOOLS, 1961-70

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by
Donald R. Hendricks
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by
Donald R. Hendricks

Approved by Committee:

Charles Heilman
Chairman

Neal Dumble

Grade 2 Campbell
Dean of the School of Graduate Studies

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Available sources appear to disagree whether the number of participants in Iowa high school football has increased or decreased in the ten-year period from 1961 to 1970. Contentions supporting both variations are primarily based on a review of local situations. There is a lack of substantial research.

Available sources suggest several factors which may influence the variation in participation; however, no study has been completed to determine the degree of influence.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to (1) identify the causal factors, if any, which have a positive influence on the number of participants; (2) identify the causal factors, if any, which have a negative influence on the number of participants; and (3) determine the variation, if any, in the number of participants in football in selected Iowa high schools from 1961-1970, as revealed through a questionnaire study.

Importance of the study. Many young men have chosen football to be a part of their education while in high school.

Agnew suggests that football has been trying to accomplish certain goals, including improved health, worthy membership of a group, citizenship, increased interest in school, worthy use of leisure time, and improved ethical character.¹ Frequently, encouragement to participate in football has been based on schoolmen's and parent's personal experience with little regard to other influencing factors.

Limitations of the study. This study was limited to seventy-three schools, selected at random, in Classes AAAA and AAA. The decade from 1961 to 1970 limits the results of the study in terms of time. Responses were obtained from principals, guidance counselors, and head football coaches. Different responses may have been given by school faculty, students, or spectators.

II. DEFINITIONS OF TERMS USED

Participant. A participant was interpreted to be a student who attended practice regularly throughout the duration of the season; the status of the participant was not influenced by whether or not he dressed for the contests or received an injury.

¹Robert L. Agnew, "What We Are Trying to Accomplish Through Football," School Activities, XXXII (October, 1970), 35-37.

Iowa high school. An Iowa high school was interpreted to include grades 10, 11, and 12, and be approved by the State Department of Public Instruction.

Positive influence. The term "positive influence" was interpreted as a motivation to participate.

Negative influence. The term "negative influence" was interpreted as a motivation to not participate.

Class AAAA. An Iowa high school whose average daily attendance is greater than 699 was interpreted as being in Class AAAA.

Class AAA. An Iowa high school whose average daily attendance is greater than 299 but less than 700 was interpreted as being in Class AAA.

CHAPTER II

REVIEW OF THE LITERATURE

Factors relating to participation or the lack of such has been the subject of many writings. The following brief summaries were limited to those writings related to the problem of this study.

I. LITERATURE ON FACTORS RELATED TO STUDENT'S PERSONAL CHARACTERISTICS, PEER GROUP, AND FAMILY

Nixon and Cozens believe man has six basic tendencies, (1) he likes to be with a group, (2) he has the desire to excel, (3) his play is spontaneous, (4) he repeats learning which brings him satisfaction, (5) he learns standards of moral or ethical conduct, (6) he is imitative.¹

Agnew suggests football as an activity for students to fulfill their personal needs. He believes football offers a place where students can be with a group, satisfy their competitive spirit and at the same time prove to others they are better players. Agnew also believes football to be an ideal place for students to find standards for moral conduct and offers many opportunities for "discriminative emulation."²

¹Eugene W. Nixon and Frederick W. Cozens, An Introduction to Physical Education (Philadelphia: W. B. Saunders Company, 1947), p. 134.

²Agnew, op. cit., pp. 35-37.

The editorial staff of an athletic periodical expressed a popular belief that interscholastic football contributes to the total development of the individual in that the game of football parallels the complexities and challenges of adult life, football teaches a set of good habits to be used in the adult struggle, and football helps create a good relationship between the family and athlete.¹

White advises athletes to be susceptible to change and not follow the same road to destruction as the historic Greek athletes.² White states:

We need those mysterious and elusive qualities of courage, determination, presence of mind, self-control, and concentration upon a given task--tasks we hope will be developed when the athlete is repeatedly confronted with situations demanding them.³

Meyers and Ohnmacht used the Self-Description Form CX to measure the needs of pupils and concluded participants in intramural and interscholastic athletics do not differ significantly from non-participants.⁴

¹"Why Football?", Athletic Journal, XL (November, 1959), 16.

²Bryon R. White, "Athletics--Unquenchably the Same?", School Activities, XXXVII (November, 1965), 11-14.

³Ibid., p. 14.

⁴Carlton R. Meyers and Fred W. Ohnmacht, "Needs of Pupils in Relation to Athletic Competition at the Junior High School Level," Research Quarterly, XXXIV (December, 1963), 521-524.

After studying the psychological differences between athletes and non-participants in athletics at the 9th grade, 12th grade, and college level, Schendel made the following conclusions: (1) 9th grade athletes generally possess desirable personal-social psychological characteristics to a greater extent than non-participants in athletics from the same grade, (2) 12th grade athletes possess some characteristics to a greater extent and are more capable of achievement in a situation where conformity is necessary, (3) college men who are non-participants in athletics generally possess desirable characteristics to a greater extent than athletes.¹

In answering the question as to why boys play football, the editors of one periodical in the field of athletics stated flatly:

They play it primarily for--fun [sic]. Football is a helluva lot of rough, tough, vigorous, exciting fun--a strenuous body-contact sport that appeals to kids with muscles, guts, and aggressiveness.²

Piper subjectively gave the following reasons why boys play football: (1) football satisfies the desire for physical contact, (2) youth wants, likes, and expects discipline,

¹Jack Schendel, "Psychological Differences Between Athletes and Nonparticipants in Athletics at Three Educational Levels," Research Quarterly, XXXVI (March, 1965), 52-67.

²"Why Boys Really Play Football," Scholastic Coach, XXIX (November, 1959), 5.

(3) helps maintain status among peers, (4) seek recognition as an individual and as a team member, (5) football provides the competition upon which democracy is based.¹

Many years of experience have led Eidsmore to state, "Athletes who are highly competitive in their chosen sport are also significantly above average of fellow students in academic performance."²

Being active in an organization gives a feeling of pride, those who have not been active may not experience this feeling according to Haller's reflections on his youth.³

While searching for solutions to the so-called dropout problem, Thompson and Nelson revealed several reasons why students terminated their participation in school activities including school itself. Students gave the following reasons: (1) lack of interest, (2) marriage, (3) need for money in family, (4) need for spending money, (5) prefer to work, (6) poor attendance, (7) teacher-pupil relationship, (8) no relation between school subjects and future works, (9) age (too

¹Charles F. Piper, Jr., "Why Boys Play Football," Scholastic Coach, XXXII (October, 1962), 5.

²Russell M. Eidsmore, "High School Athletes Are Brighter," School Activities, XXXV (November, 1963), 75.

³Tom Haller, "Do Sports and Music Mix," School Musician, XXXIV (April, 1963), 50-53.

old), (10) inability to learn.¹ On the other hand, administrators gave the following reasons: (1) low intelligence, (2) desire for a job, (3) broken homes, (4) parents attitudes, (5) lack of interest, (6) poor study habits.²

Ogilvie, in studying the emotional stability of male athletes, found the male competitor to be: (1) basically an emotionally healthy person, (2) self-confident, (3) able to channel increased tension in effective ways, (4) willing to set high goals for himself and others, (5) dominant, yet not seek leadership, (6) orderly and organized, (7) a person who finds a feeling of satisfaction from his participation in life. Ogilvie concludes, "The competition increases emotional stability--or the less emotionally stable are driven out of competition."³

Squires, in his research, found the following factors influenced favorable attitudes toward physical education from high school senior boys: (1) outside opportunities in sports, (2) opportunities in sports in grade school, (3) appreciation of physical education objectives and activities, (4) level of

¹Michael L. Thompson and Robert H. Nelson, "Twelve Approaches to Remedy the Dropout Problem," Clearing House, XLI (December, 1966), 238-242.

²Ibid.

³Bruce C. Ogilvie, "What is an Athlete?", JOHPER, XXXVIII (June, 1967), 48.

motor skill, (5) parental attitude and example, (6) teachers' attitude and interest, (7) influence of friends.¹

Brough and Reeves found that while suburban and inner-city youth chose movies, television, talking with friends, and dating as their favorite unorganized out-of-school activities, the highest percentage desired boys' athletics over any other extracurricular school activity.²

II. LITERATURE ON FACTORS RELATED TO STUDENTS' SCHOOL AND COMMUNITY

Salario clearly defines his position on athletic participation when he states:

If the environment is devoid of socially approved resources, (to relieve pressure and maintain internal equilibrium) i.e., democratic leadership, adequate facilities and personnel, planned and diversified athletic activities in which an individual may have the opportunity to identify with and achieve recognition and self-esteem, he will seize upon whatever resources are available--i.e., mores of the gang leading to truancy, stealing, etc., and will fall away from the customs of social organization.³

¹John Y. Squires, "Factors Influencing Attitudes of High School Senior Boys Toward Physical Education" (Unpublished Master's thesis, Springfield College, Springfield, Mass., 1956).

²James R. Brough and Martha L. Reeves, "Activities of Suburban and Inner-City Youth," Personnel and Guidance Journal, XLVII (November, 1968), 209-212.

³Isadore Salario, "School Athletics on Trial," Clearing House, XXXVI (November, 1961), 145.

Fessler believes that underlying many of our problems in our institutional structures is the alienation of the participant from the real decision-making process.¹ Fessler states:

The growing resentment towards the 'establishment,' for example, is directed far less toward the establishment norms themselves than toward being excluded from the process of determining what the norms ought to be.²

After studying the testimonies of secondary principals, Saxe found most administrators favor winning football teams even if it meant limited participation for some students. Some of the reasons given were: (1) pupils engrossed in football cannot concurrently be engrossed in other less desirable activities, (2) serious misconduct is almost nil and the climate is universally improved during a winning season, (3) favorable attitudes created by a successful football season attach themselves to school issues in general.³

Spray suggests four ways the high school sports could be improved and made more appealing to the students. Spray's suggestions are:

¹Donald R. Fessler, "Current Social Problems," Adult Leadership, XVIII (January, 1970), 207-208+.

²Ibid., p. 207.

³Richard W. Saxe, "Football and Control," National Association of Secondary School Principals, LIV (January, 1970), 41-50.

1. The coach should realize he is an educator first and set as his goal to raise the moral and health standards of every pupil under his supervision.
2. Administrators of college education programs should select physical education instructors who will carry out a worthy education program.
3. The school board members should set policies to delete professionalism in high school sports.
4. The taxpayer should stop demanding winning teams and judge coaches as an educator.¹

The new emphasis placed on academic achievement brought about many inquiries as to how this may affect student and public interest in sports. According to Campbell, in the summary of a survey taken by the National Federation of State High School Athletic Associations, the following reactions appear to have taken place:

1. Participation in interscholastic athletics has not been reduced.
2. Sports demand more intellect as well as physical fitness.
3. Student and public interest seems to have increased.
4. Non-athletic co-curricular activities have increased in number of participants.²

¹Cecil O. Spray, "Let's Improve High School Sports," American School Board Journal, CXLVIII (June, 1964), 28.

²Laurence R. Campbell, "Emphasis on Academic Achievement and Student Interest in Sports," School Activities, XXXV (January, 1964), 137-138.

Drawing upon his coaching experience, Reash believes junior high players who do not come out for high school football fail to do so because they: (1) are confused about high school and the football program, (2) find it hard to adjust to the new environment, and (3) often are intimidated by the coaching staff.¹

Often the question arises as to the importance of the coach in the football program. Hammer feels football players seek good leadership and the coach remains an important image to the athlete. Hammer states:

Competition, success, failure, pain, spirit, and fear can become a vital focus to the athlete who competes under dynamic leadership.²

Voris claims motivation will bring out the greatest number of participants and the motivation should begin at the earliest possible level.³

Lippitt was concerned about why people chose not to participate and his study found the following seven reasons were given most often:

1. Recruitment was mostly based on those easily available and not on those who are interested.

¹George L. Reash, "Orienting the Freshman Football Player," Scholastic Coach, XXXVI (September, 1966), 50.

²Bill Hammer, "Coaching Football in the Space Age," Scholastic Coach, XXXII (June, 1963), 36.

³Nick S. Voris, "Freshman Football Incentives," Scholastic Coach, XXXVI (April, 1967), 44+.

2. Previous participation seemed like wasted time.
No one seemed to appreciate their work.
3. The activity is dominated by professionals.
4. No consideration was given to their other responsibilities or commitments. There was constant encouragement to give your all to the activity.
5. There is often a lack of feedback to the self about the value of the effort. (Was the time worthwhile, etc.)
6. Lack of training or orientation caused a feeling of failure.
7. There was a lack of personal growth experience.¹

Leiden believes participation will produce an enhancement of the recognition seeking self. Leiden concluded radical movements will never be without recruits because they offer what everyone wants, participation in something important; however, the need for extremism can be made less urgent by offering legitimate and genuine opportunities for personal participation.²

According to Rhea and Williams, improper conduct of adults (including coaches and administrators) could cause a movement to eliminate high school athletics. The types of conduct they discuss include: gambling at games, drinking

¹Ronald Lippitt, "Training for Participation," Adult Leadership, XIV (June, 1965), 42-44+.

²Carl Leiden, "Of Rocking Boats and Rocking Chairs," Education Forum, XXVIII (May, 1964), 231-235.

at games, loud and profane language, winning-at-any-cost attitude, placing a high material value on athletics, over-commercialization on athletics, promoting all-star games, objecting to state association rules and regulations, insisting that gate receipts finance athletics, and neglecting intramural programs.¹

¹D. Rhea and H. Williams, "Twelve Killers of High School Athletics," School Activities, XXXIV (April, 1963), 233-234.

CHAPTER III

METHODS OF THE STUDY

The main objective of the study was to identify the causal factors, if any, which have a positive or negative influence on the number of participants. With this purpose in mind, the following methods of study were developed and followed.

Selection of study group. An alphabetical listing of the forty-three Iowa high schools in Class AAAA was obtained from the Iowa High School Athletic Association. Approximately twenty-five of the schools or sixty per cent were selected randomly by the following sequence: 1, 3, 5, 6, 8, 10, 11, 13, 15, 16, 18, 20, The same procedure was used in selecting the forty-eight Class AAA high schools.

The study group was composed of a high school guidance counselor, a high school principal, and a head football coach from each of the seventy-three selected Iowa high schools.

Method of survey. The survey list consisted of 219 school personnel. Therefore, a questionnaire seemed the most efficient method of obtaining the desired data.

Preparation of questionnaire. The three primary objectives in preparing the questionnaire were to: (1) list factors

which may have an influence on participation in intrascholastic football and have the respondents rate these factors in terms of positive or negative influences; (2) obtain information on whether participation had increased, decreased, or stayed the same; and (3) have the questionnaire returned.

The list of factors was constructed from the suggestions made in the related literature and during conversations with authorities in the field of athletics. It appeared quite possible that other factors may have been overlooked, therefore, space was provided in the questionnaire for the respondent to list any other factor they felt pertinent.

In an attempt to collect data on participation, the high school principals were asked to list the three-year average daily attendance of their high school and the number of students in grades 10, 11, and 12 who participated in football for each year during the decade 1961-1970. The principals who did not have those records available were asked to indicate whether the three-year average daily attendance and number of students who participated in football had increased, decreased, or stayed the same.

Attached to the questionnaire was a letter of explanation regarding the purpose of the questionnaire.¹ In order to encourage the respondents to return the questionnaire,

¹Appendix A.

the letter suggested they could have a role in providing information to themselves and others regarding the subject of participation. A summary of the questionnaire was promised to those indicating such on the questionnaire.

Structure of questionnaire. To make the factors easy to rate, six possible ratings were lettered A to F and offered for each factor. A circle around the appropriate letter would indicate the preferred choice. The six possible ratings were the same for all forty-nine factors. Each factor was arranged in one of six related groups to facilitate the respondent's thinking process. Open-spaced lines labeled, "Others (please specify)," were provided at the end of the related group to encourage a listing of "write-in factors." Simplicity of structure and clarity of factors was sought in the construction of the questionnaire.

Content of questionnaire. A copy of the questionnaire appears in Appendix B.

Validation of questionnaire. To validate the questionnaire, it was sent for evaluation and comment to five principals, guidance counselors, and football coaches in Iowa. The fifteen individuals read the questionnaire, indicated they understood the purpose and could complete the questionnaire if submitted to them. Nine individuals offered suggestions

for improvements which were considered in constructing the final draft of the questionnaire.

Presentation of questionnaire to principals, coaches, and counselors. The questionnaire was mailed and a stamped, self-addressed envelope was enclosed for the return of the questionnaire. The respondents were identified only as a principal, counselor, or coach unless they desired a summary of the questionnaire. This identification and the postmarks of the returned questionnaires could be used for determining those not responding so that future contact could be possible.

Approximately three and one-half weeks later, a card was sent to those not responding, encouraging them to complete and return the questionnaire.¹

Of the 219 questionnaires mailed, 170 were returned. Thirteen individuals returned incomplete questionnaires which were not used in the findings. Forty-nine individuals did not respond.

The questionnaire return was 77.6 per cent. This response furnished the data to identify the causal factors of participation and determine the variation in the number of participants.

A copy of the questionnaire is found in Appendix B. Chapter IV presents the data derived from the questionnaire.

¹Appendix C.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to (1) identify the causal factors, if any, which have a positive influence on the number of participants; (2) identify the causal factors, if any, which have a negative influence on the number of participants; and (3) determine the variation, if any, in the number of participants in football in selected Iowa high schools from 1961-1970. A four-page questionnaire was submitted to guidance counselors, principals, and head football coaches of selected Iowa high schools to acquire this information.

The following findings represent 69.9 per cent of the guidance counselors, 71.2 per cent of the principals, and 73.9 per cent of the head football coaches surveyed. Eight per cent of the guidance counselors, 6.9 per cent of the principals, and 2.7 per cent of the head football coaches submitted incomplete questionnaires. Another 21.9 per cent of the guidance counselors, 21.9 per cent of the principals, and 23.4 per cent of the head football coaches did not respond to either the questionnaire or reminder card.

Each response on the questionnaire was given a numerical value according to the following scale: An A response was

assigned a numerical value of 5, a B response a value of 4, a C response a value of 3, a D response a value of 2, an E response a value of 1, and an F response a value of 0. The numerical values of all responses were added and then divided by the number of responses to receive a mean rating for each factor on the questionnaire.

Tables I through VI of this study classify into mean ratings the responses indicated on the returned questionnaires. The means obtained afford a method for evaluating the causal factors of participation.

Table I shows all three groups (counselors, principals, and coaches) rate the personal characteristics of "interest in football" and "opportunity for recognition" as the most positive influences. In addition, the counselors place an equal amount of emphasis on the factor "previous experience being satisfactory." All three groups rated the factors "need for spending money," "a student-owned automobile," and "irregular school attendance" as the most negative influences. The principals conflict slightly with counselors and coaches on the influence of "the carry-over value of football," While the principals give the factor a slight negative influence, the coaches and counselors rate it on the positive side. However, all three ratings place this factor very close to no influence on the scale.

TABLE I

MEAN RATINGS ON FACTORS RELATED TO PERSONAL CHARACTERISTICS,
AS STATED BY 157 GUIDANCE COUNSELORS, PRINCIPALS, AND
HEAD FOOTBALL COACHES

5 - Very Positive

4 - Positive

3 - No Influence

2 - Negative

1 - Very Negative

Factors	Mean Rating of Guidance Counselors	Mean Rating of Principals	Mean Rating of Head Football Coaches
Opportunity for recognition	4.39	4.42	4.40
Being involved in something important	3.95	3.94	4.08
Opportunity for self- enhancement	4.11	4.15	4.19
Pride in school and/or team	3.95	4.02	4.02
Previous experience was satisfactory	4.41	4.15	4.10
Interest in football	4.41	4.47	4.38
Need for spending money	1.82	1.96	1.65
Carry-over value of football	3.14	2.94	3.27
Attends school regularly	3.48	3.83	3.71
Attends school irregularly	2.09	2.04	1.94
Amount of fun involved in football	3.66	3.98	4.00
Desire for body contact	3.77	3.85	4.13
A student-owned automobile	2.07	1.89	1.81
Level of motor skills	3.91	3.49	3.33

TABLE I (continued)

Factors	Mean Rating of Guidance Counselors	Mean Rating of Principals	Mean Rating of Head Football Coaches
Rating of write-in factors. Number of respondents listing is in parenthesis.			
Watching football on T.V.			4 (1)
Strength	4 (1)		
Participation in other sports			4 (1)
Competition			5 (1)
Past success of school			4 (1)
Required to work on job	4 (1)		

All groups agree in regards to the factors relating to peer group as shown in Table II. The factor, "an opportunity to gain status among peers" received the three highest positive ratings and "a friend who disliked football" received the three lowest negative ratings.

TABLE II

MEAN RATINGS ON FACTORS RELATED TO PEER GROUP, AS STATED
BY 157 GUIDANCE COUNSELORS, PRINCIPALS, AND
HEAD FOOTBALL COACHES

5 - Very positive 2 - Negative
4 - Positive 3 - No Influence 1 - Very Negative

Factors	Mean Rating of Guidance Counselors	Mean Rating of Principals	Mean Rating of Head Football Coaches
Opportunity to gain status among peers	4.45	4.34	4.23
A friend who liked football	3.77	3.79	3.77
A friend who disliked football	2.25	2.19	2.15
A girlfriend with strong athletic interests	3.50	3.77	3.73
A girlfriend with no athletic interests	2.45	2.25	2.46
Rating of write-in factors. Number of respondents listing is in parenthesis.			
Opportunity to be with clique	5 (1)		
Admiration of opposite sex	4 (1)		
Friends who participate in football			4 (1)

Table III shows counselors and principals selected the factor, "parents approval of participation" as the most positive influence and "parents disapproval of participation" as the most negative influence of all factors relating to parents and family. While coaches gave "parental approval" as high a rating as the other two groups, they placed their highest positive rating on the factor, "a successful football experience by a father and/or brother." However, the coaches agreed with the others and placed their lowest negative rating on the factor, "parental disapproval." All groups felt that the factor, "parental income below the community average" to be a slight negative influence. Coaches take the same position on "parental income being above the average of the community" while the other two groups rate this factor on the positive side of the scale.

The ratings of the factors related to school administration, coaches, and faculty are shown in Table IV. Agreeing with each other, all three groups chose the factor, "coaches possess strong leadership ability" as their highest positive rating and "school does not provide transportation home after practice and/or contests" as their lowest negative rating. The factor, "influence from other coaches to participate in only one sport" received an equally low rating from the principals. A disagreement occurred on the factor of "strict rules concerning conduct and personal activities of athletes."

TABLE III

MEAN RATINGS ON FACTORS RELATED TO PARENTS AND FAMILY,
AS STATED BY 157 GUIDANCE COUNSELORS, PRINCIPALS,
AND HEAD FOOTBALL COACHES

5 - Very Positive 3 - No Influence 2 - Negative
4 - Positive 1 - Very Negative

Factors	Mean Rating of Guidance Counselors	Mean Rating of Principals	Mean Rating of Head Football Coaches
Parents income is above average in the community	3.30	3.11	2.98
Parents income is below average in the community	2.59	2.66	2.86
Parents approve of participation	4.18	4.17	4.15
Parents disapprove of participation	1.93	2.00	1.96
Father and/or brother had successful football experience	4.14	4.02	4.23
Father and/or brother had unsuccessful football experience	2.16	2.17	2.11
Student lives with only one parent	2.59	2.49	2.69
Rating of write-in factors. Number of respondents listing is in parenthesis.			
Pressure from parents to participate	4 (1)		
Excessive parental pressure to participate			1 (1)

TABLE IV

MEAN RATINGS ON FACTORS RELATED TO SCHOOL ADMINISTRATION,
COACHES, AND FACULTY, AS STATED BY 157 GUIDANCE
COUNSELORS, PRINCIPALS, AND HEAD FOOTBALL COACHES

5 - Very Positive 2 - Negative
4 - Positive 3 - No Influence 1 - Very Negative

Factors	Mean Rating of Guidance Counselors	Mean Rating of Principals	Mean Rating of Head Football Coaches
Coaches possess strong leadership ability	4.36	4.38	4.31
The number of coaches is adequate for the local situation	3.75	3.83	3.69
The football program's organization is well planned	4.07	4.32	4.19
Consideration of student's other commitments such as homework, part-time job, music organizations	2.98	3.55	3.15
Orientation to football by coaches	4.02	3.98	4.17
The coach-pupil relationship is conducive to the educational process	4.05	4.21	4.21
The administrator-pupil relationship is conducive to the educational process	3.64	3.68	3.69
Coaches motivate students in a variety of ways	4.07	4.23	4.23
Influence from other coaches to participate in only one sport	2.41	2.32	2.17

TABLE IV (continued)

Factors	Mean Rating of Guidance Counselors	Mean Rating of Principals	Mean Rating of Head Football Coaches
Influence from other coaches to participate in many sports	3.89	3.96	4.13
Strict rules concerning conduct and personal activities of athletes	2.95	2.83	3.25
School provides transportation home after practice and/or contests	3.66	3.19	3.36
School does not provide transportation home after practice and/or contests	2.09	2.32	2.11
Opportunity to participate in organized football while in elementary school was provided	3.34	3.06	2.88
Opportunity to play football while in grades 7, 8, 9 was provided	3.93	4.02	4.04
Rating of write-in factors. Number of respondents listing is in parenthesis.			
Junior high uses same system as high school			4 (1)
Junior high uses different system than high school			1 (1)
Tradition			5 (1)
Harmonious faculty-administration			4 (1)

TABLE IV (continued)

Factors	Mean Rating of Guidance Counselors	Mean Rating of Principals	Mean Rating of Head Football Coaches
The coach builds intense desire, in the athlete, for school spirit			4 (1)
Coach plays many players			5 (1)
Coaches do not cooperate with faculty	1 (1)		
Student likes the coach	5 (1)		

Counselors and principals rate this factor as slightly negative or no influence while the coaches' mean rating moved to the positive side of the scale.

Table V reveals almost complete agreement among coaches, principals, and counselors in that each group felt the factor, "adequate school facilities" constituted a positive influence for participation and "inadequate facilities" constituted a negative influence.

There appeared to be no disagreement in Table VI on the factors relating to the community. "People in community encourage participation" rated as the most positive influencing factor and "poor community attendance at games" ranked as the factor with the most negative influence. Four coaches wrote in other factors such as "good community attendance at games," "community has favorable attitude toward coaching staff," "student wants to be accepted by community," and "an active booster club" as positive influences for participation.

Part II of the questionnaire asked the principals to present data concerning the number of participants and the three-year average daily attendance of their high school. Questions one and two provided space to list the average daily attendance and number of students who participated in football for each year, 1961 to 1970. The principals who did not have records available to answer questions one and two, were asked to complete questions three and four by indicating

TABLE V

MEAN RATINGS ON FACTORS RELATED TO SCHOOL FACILITIES AND
EQUIPMENT, AS STATED BY 157 GUIDANCE COUNSELORS,
PRINCIPALS, AND HEAD FOOTBALL COACHES

5 - Very Positive
4 - Positive 3 - No Influence 2 - Negative
1 - Very Negative

Factors	Mean Rating of Guidance Counselors	Mean Rating of Principals	Mean Rating of Head Football Coaches
Adequate facilities	4.05	3.94	3.92
Inadequate facilities	2.14	2.13	2.15
Student is required to purchase items of equipment such as shoes, teeth protector, etc.	2.34	2.53	2.48
Rating of write-in factors. Number of respondents listing is in parenthesis.			
Insurance paid in full by school	5 (1)		
Good uniforms and protective equipment	4 (1)		
Plentiful equipment available			4 (1)
Nonplentiful equipment available			2 (1)

TABLE VI

MEAN RATINGS ON FACTORS RELATED TO COMMUNITY, AS STATED BY
157 GUIDANCE COUNSELORS, PRINCIPALS, AND
HEAD FOOTBALL COACHES

5 - Very Positive 2 - Negative
4 - Positive 3 - No Influence 1 - Very Negative

Factors	Mean Rating of Guidance Counselors	Mean Rating of Principals	Mean Rating of Head Football Coaches
People in community encourage participation	4.16	4.08	4.04
Community playgrounds have available space for sandlot football games	3.75	3.55	3.69
Abusive adult conduct at games	2.25	2.40	2.21
Poor community attendance at games	2.07	2.06	2.04
Local news media gives adequate football coverage	3.89	3.89	3.86
Rating of write-in factors. Number of respondents listing is in parenthesis.			
Good community attendance at games			4 (1)
Community has favorable attitude toward coaching staff			4 (1)
Wealthy, sophisticated community			1 (1)
Student wants to be accepted by community			4 (1)
Active booster club			4 (1)

whether the average daily attendance and number of participants had increased, decreased, or stayed the same.

A lack of sufficient data to support the responses given in Part II, questions three and four, of the questionnaire made it impossible to draw any valid conclusions from these responses. However, the findings will be presented here for the reader's information only.

With forty-one schools reporting, the findings were: (1) an increase in average daily attendance and an increase in football participation was reported by 52.7 per cent of the schools, (2) an increase in average daily attendance and a decrease in participation was reported by 11.1 per cent of the schools, (3) an increase in average daily attendance while participation stayed the same was reported by 13.8 per cent of the schools, (4) a decrease in average daily attendance and an increase in participation was reported by 5.6 per cent of the schools, (5) a decrease in both attendance and participation was reported by 2.8 per cent, (6) a decrease in attendance while participation stayed the same was reported by 2.8 per cent, (7) the daily attendance stayed the same and participation increased in 2.8 per cent of the schools, and (8) both attendance and participation stayed the same in 8.4 per cent of the schools.

Table VII shows the percentage of average daily attendance who participated in football for the eleven

schools reporting in each of the ten years, 1961 to 1970. Because of the small number of returns (eleven schools) these data will not be used to form any conclusions and is presented here for the reader's information only.

TABLE VII

PERCENTAGE OF AVERAGE DAILY ATTENDANCE (GRADES 10, 11, 12)
WHO PARTICIPATED IN FOOTBALL FOR EACH YEAR, 1961-1970.
ELEVEN SCHOOLS REPORTING.

School	Year									
	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970
A	20.2	20.4	19.8	20.3	21.6	21.5	20.0	23.8	16.9	19.8
B	12.8	13.4	11.2	10.1	9.2	9.1	9.0	8.3	8.0	8.3
C	13.3	14.4	14.7	15.0	13.0	14.3	14.9	15.5	16.0	16.4
D	11.1	15.5	13.6	13.6	12.0	16.7	14.9	12.7	11.0	9.9
E	23.7	16.4	14.5	14.8	14.4	14.8	12.7	14.3	12.9	13.2
F	6.7	7.1	6.5	6.0	6.2	8.3	6.8	3.3	8.3	8.3
G	8.1	8.6	9.2	8.7	9.1	8.0	9.4	10.8	9.9	13.0
H	30.5	27.9	16.6	23.2	16.6	14.3	15.5	8.0	5.8	9.0
I	8.4	8.8	9.3	10.1	10.3	11.0	11.1	11.7	13.4	10.3
J	14.4	17.2	14.2	15.3	19.3	17.4	20.1	19.8	22.4	18.8
K	11.0	9.5	10.0	11.2	12.1	11.2	11.6	13.1	12.6	12.4

Findings have been recorded as the respondents indicated. A summary of the findings are presented in the following chapter.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to (1) identify the causal factors, if any, which have a positive influence on the number of participants; (2) identify the causal factors, if any, which have a negative influence on the number of participants; and (3) determine the variation in the number of participants in football in selected Iowa high schools from 1961-1970.

The Iowa High School Athletic Association furnished an alphabetical list of the forty-three Iowa high schools in Class AAAA and the forty-eight Iowa high schools in Class AAA. The randomly selected study group consisted of a guidance counselor, a principal, and a head football coach from sixty per cent of the listed schools. Since the study group consisted of 219 individuals, a questionnaire seemed the most efficient method of obtaining the desired results.

In developing the questionnaire, factors concerning participation were constructed from related literature and conversations with authorities in the field of athletics. These factors could be rated by the respondents on a six point scale ranging from very positive influence to very negative influence. To encourage the respondents to return

the questionnaire, a summary of the results was promised to those who indicated a desire for such.

For validation purposes, the questionnaire was sent to fifteen counselors, principals, and head football coaches.

I. SUMMARY OF FINDINGS

The questionnaire return was 77.6 per cent. This response furnished the findings to be summarized here.

Each of the six possible responses A to F were given a numerical weighing. The numerical values of all responses were added and then divided by the number of responses to receive a mean rating for each factor on the questionnaire.

Factors related to personal characteristics. All three groups rated the factors, "interest in football" and "opportunity for recognition" as the most positive influences. The guidance counselors placed an equal amount of emphasis on the factor, "previous experience being satisfactory." All three groups rated the factors, "need for spending money," "a student-owned automobile," and "irregular school attendance" as the most negative influences.

Factors related to peer groups. The factor, "an opportunity to gain status among peers" received the three highest positive ratings and "a friend who disliked football" received the three lowest negative ratings.

Factors related to parents and family. The factors, "parents approve of participation" and "father and/or brother had successful football experience" were chosen first and second, respectively, by the counselors and principals as the most positive influence. The coaches were in agreement except the order of preference was reversed. All three groups were in agreement on the most negative influences. They chose the factors: "parents disapprove of participation" and "father and/or brother had unsuccessful football experience."

Factors related to school administration, coaches, and faculty. All three groups chose "coaches possess strong leadership ability" as the factor with the highest positive influence and "school does not provide transportation home after practice and/or contests" as the factor with the lowest negative influence. The principals placed an equally low rating on the factor, "influence from other coaches to participate in only one sport."

Factors related to school facilities and equipment. A complete agreement occurred on the rating of the factors related to school facilities and equipment. All three groups rated "adequate facilities" as a positive influencing factor and "inadequate facilities" as a negative influencing factor.

Factors related to the community. The factor, "people in community encourage participation" rated as the most positive influence and "poor community attendance at games" ranked as the most negative influence in all three groups.

II. CONCLUSIONS AND RECOMMENDATIONS

Conclusions. Some factors appear to have a high positive influence on participation. Listed in order of preference, they are: (1) interest in football, (2) opportunity for recognition, (3) opportunity to gain status among peers, (4) coaches possess strong leadership ability, (5) previous experience was satisfactory, (6) the football program's organization is well planned, (7) coaches motivate students in a variety of ways, (8) parents approve of participation, (9) the coach-pupil relationship is conducive to the educational process, (10) opportunity for self-enhancement, (11) father and/or brother had successful football experience, (12) people in community encourage participation, and (13) orientation to football by coaches.

The factors, listed by preference, which appear to have some positive influence on participation are: (1) opportunity to play football while in grades 7, 8, and 9 was provided, (2) pride in school and/or team, (3) influence from other coaches to participate in many sports, (4) being involved in something important, (5) adequate facilities, (6) desire

for body contact, (7) amount of fun involved in football, (8) local news media gives adequate football coverage, (9) a friend who liked football, (10) the number of coaches is adequate for the local situation, (11) attends school regularly, (12) the administrator-pupil relationship is conducive to the educational process, (13) a girlfriend with strong athletic interests, (14) community playgrounds have available space for sandlot football games, (15) level of motor skills, and (16) school provides transportation home after practice and/or contests.

In order of preference, the following factors may have a high negative influence on participation: (1) need for spending money, (2) a student-owned automobile, and (3) parents disapprove of participation.

Several factors seem to have some negative influence on participation. In order of preference, they are: (1) attends school irregularly, (2) poor community attendance at games, (3) inadequate facilities, (4) father and/or brother had unsuccessful football experience, (5) school does not provide transportation home after practice and/or contests, (6) a friend who disliked football, (7) abusive adult conduct at games, (8) influence from other coaches to participate in only one sport, (9) student is required to purchase items of equipment such as shoes, teeth protector, etc., and (10) student lives with only one parent.

The following factors appear to have little or no influence on participation: (1) consideration of students other commitments such as homework, part-time job, music organizations, etc., (2) parents income is above average in the community, (3) carry-over value of football, (4) opportunity to participate in organized football while in elementary school was provided, (5) strict rules concerning conduct and personal activities of athletes, (6) a girlfriend with no athletic interests, and (7) parents income is below the average in the community.

The factors related to personal characteristics seem to play a vital role in participation in football. The factors, "interest in football" and "opportunity for recognition" were rated as the two most positive influences while "need for spending money" and "a student-owned automobile" rated as the two most negative influences.

Guidance counselors, principals, and head football coaches tend to be consistent in their rating of both positive and negative influences. There were five occasions when the three groups were in disagreement; one or two groups rated a factor as a positive influence while the other group or groups gave the factor a negative rating. These factors were: (1) carry-over value of football, (2) parents income is above average in the community, (3) consideration of students other commitments such as homework, part-time jobs, etc., (4) strict

rules concerning conduct and personal activities of athletes, and (5) opportunity to participate in organized football while in elementary school was provided.

Because of insufficient data, no valid conclusions can be drawn concerning the variation in the number of participants.

Recommendations. For the research which may follow, some recommendations are made:

1. Get more data on specific number of football participants and average daily attendance so that valid conclusions can be drawn concerning the variation in the number of participants.
2. A selected group of students should rate the factors so that a comparison could be made with the ratings of guidance counselors, principals, and football coaches.
3. Representatives from Iowa high schools in Classes AA and A should rate the factors so a comparison could be made.
4. The questionnaire should contain more factors which give the respondent an opportunity to rate both a factor and its converse, such as, adequate facilities, inadequate facilities.

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APPENDIXES

APPENDIX A

COVER LETTER MAILED TO PRINCIPALS, GUIDANCE COUNSELORS,
AND COACHES

616 South 8th Avenue
Winterset, Iowa
January 14, 1971

Dear Sir:

As a partial fulfillment of the requirements for a Master of Science degree in Education at Drake University, I am working on a field study concerned with determining the influence of selected factors on interscholastic football participation. The question of why students elect to participate in interscholastic football has arisen often. Many factors may influence this decision on the part of the student and it is believed this study will provide information for administrators, guidance counselors, and coaches.

It is hoped you will take a few minutes of your time to complete the enclosed questionnaire and return it in the enclosed stamped envelope. It is necessary that you respond to all the items on the questionnaire to insure the validity of this study.

If you would like to have a summary of this study sent to you, please indicate same in appropriate space on questionnaire.

Thank you for your assistance and cooperation.

Sincerely,

Donald Hendricks
Head Football Coach
Winterset High School

Enclosures

APPENDIX B

A QUESTIONNAIRE TO DETERMINE THE INFLUENCE OF SELECTED FACTORS
ON INTERSCHOLASTIC FOOTBALL PARTICIPATIONPart I

Several factors which may influence participation in interscholastic football are listed below. The factors are divided into six related areas: Personal Characteristics; Peer Group; Parents and Family; School Administration, Coaches, and Faculty; School Facilities; and Community. A participant was interpreted to be a student who attended practice regularly throughout the duration of the season. There may be other factors not listed. Space has been provided for any addition you would like to make.

Please circle the letter which best describes your response as to the influence of the listed factor. The responses are:

- A - Very positive influence (strongly influences the student to participate)
- B - Positive influence (moderately influences the student to participate)
- C - No influence
- D - Negative influence (moderately influences the student to not participate)
- E - Very negative influence (strongly influences the student to not participate)
- F - Undecided

Factors Related to Personal Characteristics

- A B C D E F 1. Opportunity for recognition
- A B C D E F 2. Being involved in something important
- A B C D E F 3. Opportunity for self-enhancement
- A B C D E F 4. Pride in school and/or team
- A B C D E F 5. Previous experience was satisfactory
- A B C D E F 6. Interest in football
- A B C D E F 7. Need for spending money
- A B C D E F 8. Carry-over value of football

- A B C D E F 9. Attends school regularly
- A B C D E F 10. Attends school irregularly
- A B C D E F 11. Amount of fun involved in football
- A B C D E F 12. Desire for body contact
- A B C D E F 13. A student-owned automobile
- A B C D E F 14. Level of motor skills
- A B C D E F 15. Others (please specify)_____
- A B C D E F 16. _____

Factors Related to Peer Group

- A B C D E F 1. Opportunity to gain status among peers
- A B C D E F 2. A friend who liked football
- A B C D E F 3. A friend who disliked football
- A B C D E F 4. A girlfriend with strong athletic interests
- A B C D E F 5. A girlfriend with no athletic interests
- A B C D E F 6. Others (please specify)_____
- A B C D E F 7. _____

Factors Related to Parents and Family

- A B C D E F 1. Parent's income is above average in the community
- A B C D E F 2. Parent's income is below average in the community
- A B C D E F 3. Parents approve of participation
- A B C D E F 4. Parents disapprove of participation
- A B C D E F 5. Father and/or brother had successful football experience

- A B C D E F 6. Father and/or brother had unsuccessful football experience
- A B C D E F 7. Student lives with only one parent
- A B C D E F 8. Others (please specify) _____
- A B C D E F 9. _____

Factors Related to School Administration, Coaches, and Faculty

- A B C D E F 1. Coaches possess strong leadership ability
- A B C D E F 2. The number of coaches is adequate for the local situation
- A B C D E F 3. The football program's organization is well-planned
- A B C D E F 4. Consideration of student's other commitments such as homework, part-time job, music organizations, etc.
- A B C D E F 5. Orientation to football by coaches
- A B C D E F 6. The coach-pupil relationship is conducive to the educational process
- A B C D E F 7. The administrator-pupil relationship is conducive to the educational process
- A B C D E F 8. Coaches motivate students in a variety of ways
- A B C D E F 9. Influence from other coaches to participate in only one sport
- A B C D E F 10. Influence from other coaches to participate in many sports
- A B C D E F 11. Strict rules concerning conduct and personal activities of athletes
- A B C D E F 12. School provides transportation home after practice and/or contests
- A B C D E F 13. School does not provide transportation home after practice and/or contests

- A B C D E F 14. Opportunity to participate in organized football while in elementary school was provided
- A B C D E F 15. Opportunity to play football while in grades 7, 8, and 9 was provided
- A B C D E F 16. Others (please specify) _____
- A B C D E F 17. _____

Factors Related to School Facilities and Equipment

- A B C D E F 1. Adequate facilities
- A B C D E F 2. Inadequate facilities
- A B C D E F 3. Student is required to purchase items of equipment such as shoes, teeth protector, etc.
- A B C D E F 4. Others (please specify) _____
- A B C D E F 5. _____

Factors Related to the Community

- A B C D E F 1. People in community encourage participation
- A B C D E F 2. Community playgrounds have available space for sandlot football games
- A B C D E F 3. Abusive adult conduct at games
- A B C D E F 4. Poor community attendance at games
- A B C D E F 5. Local news media gives adequate football coverage
- A B C D E F 6. Others (please specify) _____
- A B C D E F 7. _____

Part II

Principals who have the records available, please complete the following:

1. Three Year (10, 11, 12) Average Daily Attendance of Your High School

1961_____ 1962_____ 1963_____ 1964_____

1965_____ 1966_____ 1967_____ 1968_____

1969_____ 1970_____

2. Number of students (Grades 10, 11, 12) who participated in football

1961_____ 1962_____ 1963_____ 1964_____

1965_____ 1966_____ 1967_____ 1968_____

1969_____ 1970_____

If information is not available for numbers 1 and 2 above, please check the appropriate space on the following. If numbers 1 and 2 have been completed, leave 3 and 4 blank.

3. In the past 10 years our three-year (10, 11, 12) average daily attendance has _____increased _____decreased
_____stayed the same.
4. In the past 10 years the number of participants who completed football has _____increased _____decreased
_____stayed the same

PART III

This questionnaire was completed by:

_____A Principal _____A Guidance Counselor

_____A Coach

A summary of this study should be sent to:

Name_____

High School_____

City_____

APPENDIX C

FOLLOW-UP CARD MAILED TO PRINCIPALS,
GUIDANCE COUNSELORS, AND COACHES

February 8, 1971

On January 14, I sent out a questionnaire concerned with the factors influencing participation in high school football.

As of yet, I have not received a response from you. It would be greatly appreciated if you would take a minute or two of your time to complete and return the questionnaire.

Donald Hendricks
Head Football Coach
Winterset, Iowa